



## *Early Care and Education BULLETIN!*



2 Martin Luther King Jr. Drive, SE, Suite 754, East Tower, Atlanta, GA 30334  
(404) 656-5957

**Nathan Deal**  
*Governor*

**Amy M. Jacobs**  
*Commissioner*

October 2018

Dear Georgia Child Care Providers,

I'm excited to announce DECAL's spending plan for additional funding the agency will receive from the Child Care and Development Fund (CCDF). The CCDF is the primary federal funding source for child care subsidies that help eligible low-income working families access child care and improve the quality of care for all children. We will use the funds to support our strategic priorities by raising child care quality and increasing access to high-quality early education, with an emphasis on infant-toddler care; expanding inclusion services; increasing workforce professional learning supports; and maintaining high safety standards. We'll provide more details soon. For now, here's an overview:

- **We will increase the base reimbursement rate for infant-toddler care by 14%.** The higher reimbursement rates will create financial incentives for providers to serve infants and toddlers, which in turn increases access to affordable infant-toddler care for families. The increased rates will take effect on January 1, 2019.
- **We will increase the tier reimbursement rates for 1-, 2-, and 3-Star Quality Rated providers.** The new rates raise the reimbursement rates for 1-star providers to 10% of the payment rate from 5%, for 2-star providers to 20% from 10%, and for 3-star providers to 40% of the payment rate from 25%. The increases support providers committed to raising quality and help DECAL ensure that all eligible providers serving families receiving CAPS scholarships are Quality Rated by December 31, 2020. The increased tier rates take effect on October 1, 2018.
- **We will reduce family fees for families receiving Childcare and Parent Services (CAPS) scholarships.** Families receiving CAPS will not be assessed a family fee that exceeds 7% of their annual family income, no matter how many children are in care. The new, lower fee ceiling makes child care more affordable for families, giving their children access to the early education and care they need for academic, social-emotional, and physical development. The reduced family fees take effect September 17, 2018.
- **We are expanding the number of Quality Rated Subsidy Grant (QRSG) slots and increasing QRSG reimbursement rates to 50% above the base reimbursement rate.** DECAL is adding 500 QRSG slots at a select number of current and new providers that meet QRSG criteria. DECAL is also substantially increasing the reimbursement rates for providers with QRSG slots to provide 50% above the base reimbursement rate. Increasing the number of slots gives additional families access to high-quality care, while the higher reimbursement rate supports programs in meeting higher quality standards. The new rates take effect October 1, 2018.
- **We are increasing supports for teachers in addressing children's social-emotional needs.** DECAL is reorganizing and expanding its inclusion services to reflect the need for support focused on fostering positive social-emotional development, reducing challenging behavior, addressing trauma care, and improving classroom climate in early education environments. The new supports will be phased in during the next federal fiscal year (October 1, 2018 – September 30, 2019).
- **We are expanding workforce professional development and learning supports.** DECAL will offer an expanded slate of financial supports for early learning professionals who obtain advanced credentials and degrees. The agency is also creating two programs with financial supports for professionals who pursue advanced training in specialized instruction and training areas. These new supports will help early learning professionals continue to build skills as they move along the career pathway. They will be phased in during the next federal fiscal year (October 1, 2018 – September 30, 2019).
- **We are covering the baseline cost of comprehensive records checks.** For the next two years DECAL will pay the cost of the initial national fingerprint scan for eligible early care and education workers, including new hires and those whose current comprehensive records check determination letter is about to expire. By paying for the initial national fingerprint scan, DECAL will help alleviate a financial burden associated with the checks and maintain high safety standards throughout the industry. This will be implemented October 1, 2018.

In addition to aligning with DECAL's strategic priorities, these investments affirm our commitment to supporting families, providers, and the child care workforce by offering them resources, tools, and incentives to ensure that Georgia's youngest learners have access to the highest quality care and education in safe and nurturing environments. You play an integral role in helping to achieve our strategic goals and to honor our commitment to children and families. Thank you for all that you do.

Sincerely,

Amy M. Jacobs  
Commissioner

### **INSIDE:**

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## *CCR&R Map Effective October 1, 2018*

Welcome Fall! For many people this is their favorite time of year, when the leaves burst with color and the temperatures begin to cool. The changes are usually welcome, but also mean summer activities fade away. Other changes in our lives also take place from time to time and require us to adjust.

One of the goals of DECAL's Strategic Plan is to: *Build a framework that aligns DECAL programs and services across regions for children from birth to age eight.*

This goal was based on feedback that emerged from DECAL employee surveys and staff meetings. DECAL employees expressed a desire to become familiar with the work of all divisions within DECAL and to build relationships with peers who work in the same area of the state and often with the same child care providers. DECAL employees hope to provide more coordinated services across all divisions, so providers receive consistent information.

The first step in achieving this goal was to create new UNIFORM DECAL regions that will be recognized by all DECAL programs. We used a variety of data points to develop these new DECAL regions. Because our Child Care Resource and Referral Agencies (CCR&R) provide key services, we have included them in our new regional structure. The new map showing the DECAL service regions can be found on the DECAL website.

What this means is that if you participate in training or technical assistance offered by a CCR&R, some of the faces you see may change, but your services will not. You will still receive technical assistance to support you through Quality Rated and will be offered a variety of training to meet the needs of your program. By aligning the work of CCR&R's with our new DECAL regions, we open the possibilities for better communication and coordination of resources and supports.

We hope that you will welcome our efforts to provide more coordinated services along with all the changes that fall brings.

## *Next Phase of the Georgia Professional Development System Launches in January 2019!*

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) is pleased to announce the launch of the second phase of the Georgia Professional Development System (GaPDS). The second phase, which will roll out on January 7, 2019, means exciting changes for early care and learning professionals in Georgia. Approved trainers can schedule trainings and manage attendance through the system, which means training certificates will be issued and appear automatically in participants' GaPDS profiles. The calendar will also have many more scheduled training sessions to choose from. Please visit the GaPDS website: [www.gapds.dec.al.ga.gov](http://www.gapds.dec.al.ga.gov) to learn more and be sure to come back in January 2019 to explore the changes!

## *Exciting New Resource*

Child Care Services is excited to share with the child care provider community a new resource to help interpret child care licensing rules. The Indicator Manual was created to provide licensing staff with a tool for determining compliance with licensing rules and to assist child care learning center owners and staff in understanding and meeting the rules and regulations.

The Indicator Manual has been prepared to help with statewide consistency in the understanding and enforcement of the Rules for Child Care Learning Centers, Chapter 591-1-1. The manual provides a general overview of licensing rules and gives additional information to broaden one's knowledge about the intent and meaning of specific rules.

The Indicator Manual also has a "things for child care programs to consider" section for each rule that is interpreted. This section offers additional information such as reminders, helpful tips and best practices to assist child care centers with meeting and maintaining rule compliance and implementing higher levels of quality within their program.

Our team is currently creating an Indicator Manual for Family Child Care Learning Home rules. More information will be shared upon its' completion.

[View CCLC Indicator Manual](#)

## *Child Care Services Customer Service Survey*

In efforts to ensure exceptional customer service and improve our practices, DECAL Child Care Services (CCS) will soon offer the opportunity for our customers to respond and provide your perception of CCS visits. Upon the completion of the visit report, the child care program will receive an email with the visit report attached. The email will contain information that the visit report is ready and available in your KOALA account and encourage you to complete the survey. The survey will be accessible in your KOALA account, identified next to the visit report. Access to the survey will expire 30 days after receipt of the email message.

The email message may arrive in your email account several days after the visit took place due to the internal finalization process of visit reports. The survey will ask just a few quick questions so that the survey may take minimal time to complete.

Questions ask whether the consultant:

- Was polite, courteous, and respectful
- Was helpful and provided useful information
- Answered questions in an easy to understand way
- Clearly understood the rules and regulations
- Was fair in his or her review
- Documented the provider's input and ideas in the plan for correcting citations or in developing an action plan
- Reviewed the visit report with a facility representative

And if you:

- Are able to reach someone in CCS at times you have a question
- Would like to speak with a manager regarding your experience

The survey results will be used to refine our internal professional development opportunities and to recognize our staff for providing exemplary customer service. Child Care Services appreciates your participation in completing the survey to help us achieve our goals.

## *The Importance of Accurate Pre-Observation Information during the QR Process*

*Submitted by Kimberly Davis,*

*QR ERS Assessor Manager*

When your portfolio has been submitted and is in the 10-day window to upload Pre-Observation information, there is much ado about pre-observation information, schedules and rosters. Ever wonder why those things matter so much?

The ERS Assessors coming out to visit your program use this information to determine some very important factors:

1. What are the current ages of the children enrolled in each classroom?
2. What time should they arrive?
3. Are there any special considerations for the observations?

*Current Ages:* Having the current classroom roster (birthdates only!) assists the assessors in determining if the observations that are computer generated are the most accurate at the time of the assessment window. The information submitted within the Portfolio (Standard 1: Classroom Information) is used to determine how the computer randomly selects which classrooms will have ITERS observations versus ECERS observations. From time to time, the classroom age you selected in Standard 1 (Infant, Toddler, Preschool, etc.) will not be the most accurate account of the ages of your classroom at the time of the observation due to enrollment changes and/or moving children up based on birthdates, etc. According to the QR Policy Manual, assessors are to determine the *BEST* scale to use based on verifying whether 75% of the children currently enrolled are 0-35 months (ITERS) or 36-60 months (ECERS).

*Arrival Time:* Early childhood education best practices expect that children will have opportunities for self-directed choices of materials, peers, and activities, plus gross motor time when they are most alert and ready to play. This is typically in the mornings. Moreover, according to USDA guidelines and Nutrition services, children should be offered a meal or snack every 3 hours. With these 2 factors in mind, *schedules help the assessors determine the most optimum time to arrive to allow for as much free play, outdoor time, and meal service to be assessed in a 3-hour window of time.* This is especially important in the ECERS classrooms where children tend to follow the same schedule throughout the day. When deciding on arrival times, the assessors will look at the classroom schedules for free play/center time, outdoor time, and meals and construct a 3-hour window that must also follow the QR Policy Manual guidance that observations will start between 8:00 AM (7:30 AM for GA Pre-K) and 9:30 AM. It is very possible when constructing this 3-hour window that a meal service will lie outside this timeframe. If this occurs, the assessor will arrive earlier than the planned start time to see a good portion of breakfast or may choose to stay past the end of the official 3-hour window to see a portion of the lunch service. This is done to accurately score the Meals/snacks Item only. In either instance, the assessor will notify the classroom teachers of the official beginning and/or ending time of the 3-hour window.

*Special Considerations:* Knowing beforehand that 1 or more of your classrooms primarily uses a language with the children *throughout* the day other than English (i.e., Spanish) allows for a translator to be assigned to better capture language and literacy interactions. Having accurate information for the number of children allowed and the number of children enrolled also keeps the assessor from being delayed in starting their observation. Additionally, understanding that your classroom may have children with different developmental considerations lets the assessors know of possible classroom dynamics that may impact what they are observing since discussions with teachers cannot occur during the observations.

For so many reasons, taking time to completely and accurately input and upload information about your program pays off! The Quality Rated Assessor Team truly wants your experience to be as smooth as possible when they arrive, but more importantly, they want to be able to capture all the great work you are doing with children!

## Region 5: Getting to Know Your CCR&R Staff

### Rosalind Neal

I come to the CCR&R with over 16 years of experience working in early childhood education and over 20 years of experience working and training adults in many different facets of education. I am an educator with a passion for bringing the excitement back to a teacher who has lost their drive to educate our future leaders of tomorrow. Throughout my career as an educator, I have created and delivered educational trainings for children and adults and loved every minute of it! I love breaking down curriculums and teaching teachers little strategies to help their students blossom and grow.

One motto that I stand by daily when I am helping other early childhood educators is that “you can do it because we can do it together!” I am excited to be a part of the CCR&R team. I look forward to working with providers to provide children with the best possible learning environments for them to continue to be excited about moving, growing and learning.



### Stephanie D. Rozier



Benjamin Franklin said, “Tell me and I forget. Teach me and I remember. Involve me and I learn.”

This very quote has been the guiding mission for my work in Early Childhood Education and Development.

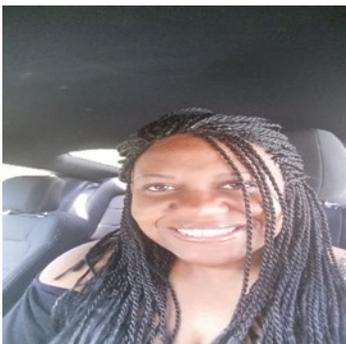
My career in Early Childhood Education and Development began in 1999 when I graduated from Fort Valley State University with a Bachelors’ Degree in Family and Consumer Sciences (*Emphasis in Child Development*). My degree led me to the Department of Family and Children Services where I held several positions, including Family Independent Case Manager, Family Services Worker, Child Abuse & Neglect Case Worker, and Child Abuse & Neglect Investigator.

I spent thirteen years at Head Start, where I served as the Transition Specialist, Education Specialist, and Early Childhood and Health Services Division Manager. I later served as both the Project Manager and the Site Manager for the Pre-K classes and provided direct training to the Pre-K teaching staff. As a Center Director, I went through the *Quality Rated* process.

When the opportunity arose, I was able to work as a Technical Assistance Coordinator with LEAP Early Learning Partners (Region 3). In the year and eight months that I have worked as a Technical Assistance Coordinator, I have been successful in managing a case load of family and center providers to assist in achieving a *Quality Rated* status.

### Brianna Castellano

I am a Georgia Southern University alumni that graduated in December of 2015 with a Bachelor’s Degree in Child and Family Development. I still enjoy attending Georgia Southern games and supporting the Eagles in any way that I can! After graduation, I worked for the Frank Porter Graham Institute at UNC Chapel Hill. During that time, I was able to collect data across Georgia and interact with many wonderful teachers and children along the way to benefit UNC’s study. Most recently, my position as a lead teacher with EOA Head Start gave me the opportunity to teach in a *Quality Rated* classroom setting. I am thrilled to start this position with CCRR and to have the opportunity to work with such a great team!



### Yolanda Rolison

Yolanda Rolison has over sixteen years of Head Start experience. She has served in the roles of Office Manager, Head Start Center Director, and Head Start Regional Coordinator. Yolanda received her bachelor’s degree in Business Administration in February of 2017 and is currently pursuing her MBA.

She enjoys working with children and a team; and has a passion for helping others. Yolanda has experienced the *Quality Rated* process at her centers twice and both times they received 3 Stars. She is excited for new challenges and strives to do her absolute best.

## Region 5: Getting to Know Your CCR&R Staff



***Pam Scalf, PLC Coordinator***

Pam has been with the CCR&R for a little over a year as a Technical Assistance Coordinator. As a state-approved trainer and a former coach for Head Start, Pam has taken the role of PLC Coordinator to assist in providing training throughout Region 5 and coach Quality Rated programs through their Continuous Quality Improvement (CQI) journey. Pam has been in the ECE field for at least 25 years in roles in private childcare and Head Start settings. She has a Bachelor's Degree in ECE and a Master's Degree in Teaching and Learning in Technology.

***Monica Natoli, PLC Coordinator***

Monica Natoli has been with the CCR&R for over 4 years. Before becoming a PLC Coordinator in 2017, she provided technical assistance and training to programs going through the Quality Rated process. In Monica's current role, she provides training throughout Region 5 and assists Quality Rated programs on their Continuous Quality Improvement (CQI) journey. Monica has been in the ECE field for at least 17 years in roles in private childcare, Technical College, and Head Start settings. She has a Bachelor's Degree in Elementary Education and a Master's Degree in Elementary Education.



***Kristin Goetz, Professional Learning Manager***



Kristin began working at the CCR&R in 2009 providing technical assistance and training. In 2015, she decided to put her focus into the professional development we provide to our programs and became the Professional Learning Manager. Kristin brings over 20 years of experience in the ECE field ranging from lead teacher to program director.

In her role, Kristin is responsible for planning and providing training opportunities for Region 5 along with other forms of professional development for educators, including face-to-face training sessions, online and blended training opportunities, and Professional Learning Communities. Kristin also plays a major role with DECAL as a Lead PLC Facilitator training other individuals to become certified PLC Facilitators in our state.

***Cynthia Akins, Technical Assistance Manager***

Cynthia has been with the CCR&R for over 3 years providing technical assistance and training to programs pursuing Quality Rated. She is a state-approved trainer and proficient and skilled at providing portfolio technical assistance as well as using the following scales: Infant/Toddler Environment Rating Scale (ITERS-R), Early Childhood Environment Rating Scale (ECERS-3), School-Age Care Environment Rating Scale (SACERS-U) and Family Child Care Environment Rating Scale (FCCERS-R). Cynthia has experience as a Head Start Center Supervisor, Regional Head Start Program Director, Deputy State Director Migrant and Seasonal Head Start, and State Education/Disabilities Coordinator Migrant and Seasonal Head Start.



***Jeneine Barlow, Technical Assistance Coordinator***

Jeneine has been with the CCR&R for over 5 years providing technical assistance and training to programs pursuing Quality Rated. She is proficient and skilled at using the Infant/Toddler Environment Rating Scale (ITERS-R), Early Childhood Environment Rating Scale (ECERS-3), School-Age Care Environment Rating Scale (SACERS-U) and Family Child Care Environment Rating Scale (FCCERS-R). Along with being a state-approved trainer, Jeneine is knowledgeable in family child care, Pre-K, Head Start, small and large centers, faith-based childcare, school-age care and DoD programs. Jeneine has 20 years of experience and skills in early education to include Trainer, Site Supervisor, Youth Arts Camp Coordinator, Transition to Kindergarten Coordinator, Parent Involvement Specialist, Pre-K Lead Teacher, Head Start Assistant & Lead Teacher, Childcare Assistant & Lead Teacher and Family Childcare Owner.

# Childcare and Parent Services (CAPS) - 12/31/2020

Are you a child care program that accepts **CAPS** and not yet *Quality Rated*?

Get started today!

Don't miss your opportunity for a bonus package valued up to **\$6,500** & a mini-grant valued up to **\$5,000!**



The clock is ticking....

To qualify, submit a *Quality Rated* application and begin technical assistance! Already have in an application?

Register for technical assistance! Georgia's earliest learners need your commitment to quality care and we would love to help your program by providing materials and incentives to achieve **YOUR** *Quality Rated* goals!

In December 2016, the DECAL Advisory Committee adopted the following:

*Quality Rated* eligible providers must be star rated by

**12/31/2020** in order to receive Child Care and Parent Services (CAPS) funding.

### Let's do this!

Georgia's earliest learners are excited for you to begin your *Quality Rated* journey!

For questions or assistance in getting started, contact us at 912-443-3011 or [ccr5@savannahtech.edu](mailto:ccr5@savannahtech.edu).

Rachale LaVoie - Community Outreach Coordinator  
912-443-3383 or [ravoie@savannahtech.edu](mailto:ravoie@savannahtech.edu)

Ready to go? [Click here.](#)

Below is an estimated timeline for becoming a *Quality Rated* program if you join now.

**Get started today!**

**October 1, 2018**

**August 1, 2019**

**November 1, 2019**

**February 1, 2020**

Begin Technical Assistance Process

Ready to Rate

Assessment

Receive Results

## CAPS Q&A Sessions

**When:** Wednesday 10/24/18 | 11:00 a.m. – 12:00 p.m. Q&A | 12:00 p.m. – 1:00 p.m. CAPS & Maximus Support

**Where:** Willis L. Miller Library, Community Hall 1, 2906 Julia Dr. , Valdosta, GA 31602

**Registration Link:** <https://www.eventbrite.com/e/10242018-quality-rated-and-caps-qa-session-lowndes-tickets-50701159533>

**When:** Wednesday 11/7/18 | 11:00 a.m. – 12:00 p.m. Q&A | 12:00 p.m. – 1:00 p.m. CAPS & Maximus Support

**Where:** Forsyth-Monroe, Chamber of Commerce, 10 West Chambers Street, Forsyth, GA 31029

**Registration Link:** <https://www.eventbrite.com/e/1172018-quality-rated-and-caps-qa-session-monroe-tickets-50701691123>

Above is the URL, this is not a hyperlink. The address should be copied and pasted into the browser.

## Region 5: Quality Rated Program Recognition



### Congratulations to Our Newest Quality Rated Programs!



Agape of Angels Learning Academy #2 - Savannah  
 Agape of Angels Learning Academy #3 - Savannah  
 Amazing Angels Childcare Learning Center - Augusta  
 Anointed Hands Childcare - Augusta  
 Appletree Academy II - Evans  
 Baker, Ericka A. - Savannah  
 Big Apple Learning Center - Dublin  
 Bynum, Kimberly L. - Garden City  
 Dream Builders Learning Center - Midway  
 Early Learners Daycare - Brunswick  
 Ford, Tolanda C. - Savannah  
 God's Way Learning Academy - Dublin  
 Grace Academy - Ludowici  
 Heavenly Creations & Child Development, Inc. - Augusta  
 Jackson, Salimah S. - Pooler  
 Jenkins, Nicole G. - Savannah  
 Kids Gallery Academic & Learning Center - Augusta  
 Kidz Kountry Daycare - Waynesville  
 Little Lamb's Day Care Center - Augusta  
 Little Rascals - Statesboro  
 Mary's Little Lambs - Savannah  
 New Vision Learning Center - Alma  
 United Life Christian Learning Academy - Augusta

### Congratulations to Our Quality Rated Programs that Maintained or Increased their Ratings!

Bumblebees Childcare Learning Center - Statesboro  
 Childcare Network #21 - Savannah  
 Childcare Network #24 - Augusta  
 Foundations Christian Preschool - Martinez  
 Glennville-Migrant EHS - Glennville  
 Herchig, Tabitha J. - Grovetown  
 Hodge Memorial Day Care Center - Savannah  
 Lee, Angela M. - Martinez  
 Little Folks Farm & Childcare - Lyons  
 Little Treasures Learning Center - Hinesville  
 Sharon's Tiny Tots - Sylvania  
 Shining Star Learning Center - Mount Vernon  
 Tabernacle Child Development Center - Augusta  
 The Sunshine House #8 - Evans  
 Williams, Sheila M. - Folkston



## Region 5: Quality Rated Endorsement



"I had a blast! The team of Resource and Referral staff that helped me through the process were awesome. I had a wonderful experience over the 9 months I received Technical Assistance. The TAs were informative and so were the training classes. This process has caused me to be more aware and cautious of what I'm doing with the children. Things such as singing while the kids wash their hands and doing other routines, has made a big difference."

*Nicole Jenkins  
Family Child Care Learning Home  
Savannah, GA*



"I would like to thank all my staff that helped put forth an effort to become Quality Rated! Without the help of my dedicated TA Jessica Boshuizen, this would never have taken place; and I am forever grateful for her patience during this process, as well as her dedication to the program. During this process, I feel as if I have become a better leader and will strive to provide a better environment for the children that attend my center. It has really opened my eyes to ideas and how staff are to relate with the children under their care that is expected of them. I am very excited that we are now apart of the Quality Rated Team!!"

*Teresa Lane  
Little Rascals Daycare & Learning Center  
Statesboro, GA*



"My staff and I have provided child care services in this area for nineteen years and counting. We were recently awarded a two star rating through the Quality Rated program. Our experience through this process was both enlightening and rewarding to say the least.

We were fortunate to receive the assistance of Mrs. Katrina Crews and Mrs. Cathy Hawes, CCR&R staff. They worked very diligently with us to ensure that we would utilize and enhance our abilities in providing quality care to the children that we serve. The process of becoming a Quality Rated facility has really stimulated our entire staff, children and the families that we serve."

*Mary Baker  
Early Learners Day Care  
Brunswick, GA*



"My favorite part was getting everything set up and getting the outside area ready. I really liked the new materials my TA was able to order for me. The exciting part was waiting for my rating; I was like a kid at Christmas time! I was so happy when I got my three stars!"

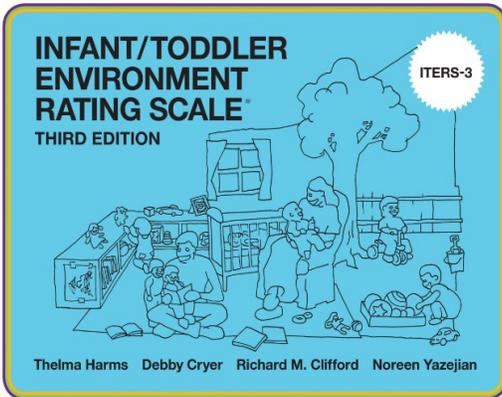
*Angela Lee  
Family Child Care Learning Home  
Martinez, GA*

Did you know that DECAL offers FREE marketing tools and resources to help you promote YOUR child care program? Watch this short webinar to unlock your free promotional tools today! [https://www.youtube.com/watch?v=5yCTtL2\\_7iA&feature=youtu.be](https://www.youtube.com/watch?v=5yCTtL2_7iA&feature=youtu.be)

## Teacher Tips:

Submitted by Allison Wall,

Technical Assistance Manager/Received Reliability from ERSI in ITERS-3



Ways to incorporate math talk in your ITERS classroom:

- Talk about shapes and/or sizes of items in the classroom
- Point to items as you count them
- Count children's fingers and toes or crackers as they are put on a plate
- Compare shapes, sizes, or quantity
- Sing number songs or finger plays
- When talking about a number, show it with your fingers
- Use math words to describe a sequence (make sure you say "first" and "second" not "first" and "then")

Is it obvious you change the display in your classroom? If not, here's how you can:

- Seasonal pictures
- Pictures of the current topic of interest
- Pictures of the children in a current classroom experience or activity (add a date)
- In toddlers/twos classroom, put the date on any displayed artwork.



When thinking about your language, are you:

- Repeating words often?
- Talking about past and/or future experiences?
- Making obvious comparisons and/or contrasts to help children understand words?



*Did you know over 20,000 people shop for child care and summer camps on DECAL's website every month? If you're a child care provider, update your profile on <https://decalkoala.com/> TODAY to make sure you're putting your best foot forward!*

# Kids in the Kitchen Activity for All Ages

## Kid-Made Butter

Get a clean mason jar with a good-fitting lid, a few clean marbles, and a carton of heavy whipping cream.



Pour the cream in the jar, add the marbles and seal the jar tightly. Then, choose any number of ways to agitate the cream.



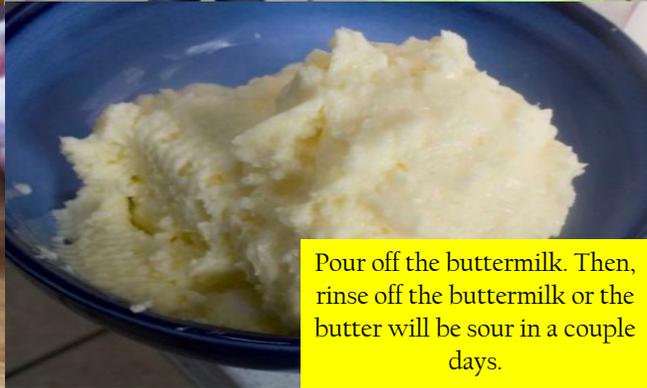
**Shaking**



**Jumping**



**Rolling**



Pour off the buttermilk. Then, rinse off the buttermilk or the butter will be sour in a couple days.

FCCERS-R Alignment:

- Provider initiates some appropriate activities that give children experience in working together.
- Provider engages the children in nature/science and math/number activities that require more input from providers, i.e. cooking.



Then, try some on bread! YUM!

GELDS Alignment:

- CD-SC4.1c Shows interest and curiosity about objects in his/her immediate environment Explores solids and liquids.
- CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects.
- CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects. perform a task.
- CD-SC4.4c Describes materials by their physical properties and states of matter.

## Science Activity for School-Agers

1

Gather the following:

- 1 tablespoon of borax (found in the laundry section of the grocery store)
- 1/2 cup of warm water
- 2 tablespoons of white glue (Elmer's school glue works the best)
- 1 tablespoon of cornstarch
- Food coloring (optional)



### Making the Bouncy Balls

The first step to making the bouncy balls is to prepare the borax and water mixture. Have the children measure out 1/2 cup of warm water and 1 tablespoon of borax. Then give the mixture a good stir to dissolve the borax.



2

Stir the glue and cornstarch until they are combined using a kid-sized butter knife.

Then add a couple drops of food coloring to the glue/cornstarch mixture and stir. You may or may not get a swirled bouncy ball depending on how the food coloring mixes when forming the ball.

## How to make Bouncy Balls



### The Science Behind It

When the glue was added to the borax water, the glue became firm and bouncy. That's because **the borax reacted with the glue** causing the polymers, or long chains of molecules, in the glue to stick together and form an elastomer.

To understand how polymers act, think about how cooked spaghetti behaves. When fresh cooked spaghetti is strained, the pasta strands flow like a liquid, slipping and sliding over one another. After a few minutes pass and the water has drained off the pasta, the strands start to stick to each other a little. The pasta becomes a bit rubbery.

If you leave the pasta for even longer, the spaghetti strands will really stick together and the spaghetti will be one solid rubbery chunk that bounces!

**Polymers**, long strands of molecules, behave in a similar way as the long strands of spaghetti. If the long molecules slide past each other, the substance acts like a liquid (like the liquid glue).

If the polymers stick together in a few places, then the substance will be a rubbery solid, an elastomer (like the bouncy ball).

When the glue mixture was added to the borax, the borax acted as a cross-linker, hooking the glue's molecules together to form the rubbery bouncy ball.

The cornstarch was added to help bind the molecules together so the ball would hold its shape.

The ball can bounce because of the cross-linked polymers. Since the long polymer chains are flexible, when the ball hits the ground, it is able to momentarily deform or squish.

The polymers also make the ball elastic meaning it tends to retain its shape. Once the ball hits the ground and becomes flattened, the elasticity causes the ball to return to its round shape and pushes the ball back into the air.

Once the ball is formed, it is ready to bounce. If you plan to keep your ball, you should store it in an airtight container as it will dry out and crack.

Note: If your ball still feels sticky give it a little dunk in the borax water and it should firm up.



3

### SACERS-U Alignment:

Equipment includes: aquarium, terrarium, measuring tools, magnifying glass, magnets, scales, microscope.

Materials include: natural objects such as leaves and shells; living things such as plants; pets; realistic books, posters, pictures and games about science/nature.

7.1 Staff introduce new concepts, provide activities to help children realize how science informs their daily lives (Ex.: start recycling program in group, talk about endangered species, practice conservation water and electricity).

7.2 Field trips focused on nature and science are conducted at least twice a year (Ex: to planetarium, science museum, botanical garden).

# Fine Motor Activity for Preschoolers

## Spider Web Fine Motor Activity

### You will need:

- White yarn
- Spider rings
- A basket with holes on the sides
- Clothespin or child-friendly tweezers

1. String the yarn back and forth through the holes on the basket. Go in all different directions so that it looks like a spider web.
2. Add the spider rings to the bottom of the basket.

## Now for the fun part!

Have the child use the clothespin or tweezers to remove each spider from the bottom of the basket without getting the spider stuck on the yarn! After retrieving the spiders, encourage the child to count how many spiders have been pulled out.

Vocabulary Words for Activity:	ECERS-3 Alignment:
<ul style="list-style-type: none"> <li>• Over</li> <li>• Under</li> <li>• Through</li> <li>• Right</li> <li>• Left</li> <li>• Between</li> <li>• Orange</li> <li>• Brown</li> <li>• Bottom</li> <li>• Pinch</li> <li>• Squeeze</li> <li>• Lift</li> <li>• Grasp</li> <li>• Steady</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher adds information and ideas in order to expand children's understanding of the meaning of words that children use.</li> <li>• Teacher correctly explains the meaning of unfamiliar words in a way that children understand</li> <li>• Teacher asks many questions that require longer answers from children.</li> </ul>



GELDS Alignment for 36-48 Months:
<ul style="list-style-type: none"> <li>• CLL4.3d Uses expanded vocabulary in a variety of situations.</li> <li>• PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.</li> <li>• APL3.3d Keeps working on activity even after setbacks.</li> </ul>



GELDS Alignment for 48-60 Months:
<ul style="list-style-type: none"> <li>• CLL4.4d Uses new and expanded vocabulary in a variety of situations.</li> <li>• PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.</li> <li>• APL3.4d Persists in trying to complete a task after previous attempts have failed.</li> </ul>

## Region 5: Training News

# CCR&R Training Fee Policies

Effective January 1, 2018

\*\*CCR&R sponsored trainings will be \$5.00/hour unless stated below.

Who?	Free Trainings	Trainings at \$5/Hour
Programs receiving technical assistance through our agency while pursuing an initial rating, request for reassessment rating or required reassessment rating through <i>Quality Rated</i> .	All Quality Rated and R&R trainings	None
Rated Programs <b>AND</b> actively participating in our agency's CQI process.	Free for Teachers: GELDS, Strengthening Families, Cultural Competency, Journey to Quality, any other Quality Rated trainings  Free for Admin: GELDS, Strengthening Families, Cultural Competency, Journey to Quality, D2D, R&R Admin trainings, any other Quality Rated trainings	All other R&R trainings
All other programs regardless of QR application status or rating status	All Quality Rated trainings	All R&R trainings

\*\*If we are providing R&R trainings, we require that 15 people are actually registered online 48 hours prior to the date of the training or it will be cancelled. We don't want to cancel training sessions, but we have to ensure that the training will be successful for group activity participation. If a participant is a "no show" to a free training, they may be subject to paying for the next training session.\*\*

**\*\*\*\* This does not apply to Quality Rated specific trainings.\*\*\*\***

# How to Register for Trainings

Go to:

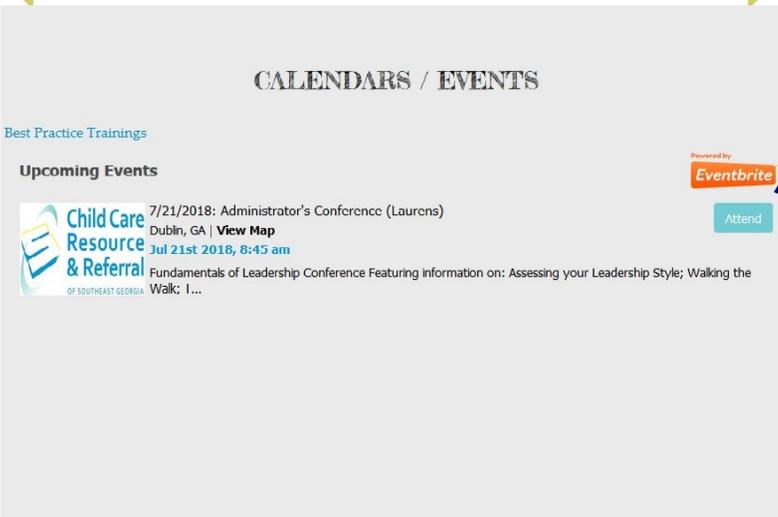
[www.ccrrofsoutheastga.org](http://www.ccrrofsoutheastga.org)

On the home page scroll down  
Click on the *Training Calendar* link.

From there you will be  
redirected to the Calendars/  
Events page.

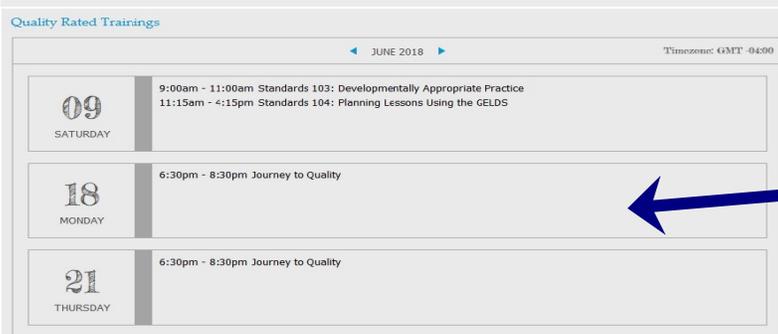
Please click the *Attend* button  
to be redirected to Eventbrite  
to register for training.

**\*Only 3 Best Practice trainings may be displayed at a time. For a complete list of our currently scheduled best practice trainings please click here.**



This event calendar only shows 3 events at a time. For additional events later in the month, please check out our Eventbrite page - <https://www.eventbrite.com/o/child-care-resource-amp-referral-of-southeast-ga-14386401779>

To register for a Quality Rated Training please click on the date and corresponding training. The details screen will pop up with the link to GaPDS to register for the training.



## Upcoming Trainings

DATE	TIME	CLASS	LOCATION
October 18, 2018	6:30 P.M.-8:30 P.M.	Journey to Quality *Quality Rated Training	Savannah Technical College- Crossroads Campus 190 Crossroads Parkway Savannah, GA 31407
October 20, 2018	8:45 A.M. - 4:00 P.M.	Chatham Childcare Collaborative	Savannah Technical College-Savannah Campus 5717 White Bluff Rd. Savannah, GA 31405
October 27, 2018	9:00 A.M. - 1:15 P.M.	Administrators' Conference: Successful Systems: Orientation and Progressive Counseling	Oconee Fall Line Tech-Dubois Porter Center 560 Pinehill Rd. Dublin, GA 31021
November 10, 2018	9:00 A.M. - 1:15 P.M.	Administrators' Conference: Successful Systems: Orientation and Progressive Counseling	Savannah Technical College-Savannah Campus 5717 White Bluff Rd. Savannah, GA 31405
December 8, 2018	9:00 A.M.— 1:15 P.M.	Administrators' Conference: Successful Systems: Orientation and Progressive Counseling	St. Simons United Methodist Church 624 Ocean Blvd. St. Simons Island, GA 31522
December 8, 2018	9:00 A.M.—1:15 P.M.	Administrators' Conference: Successful Systems: Orientation and Progressive Counseling	Brooklet United Methodist Church 201 Parker Ave. Brooklet, GA 30415

**For information about starting a Family Child Care and ROMs:**

[dec.al.ga.gov/ChildCareServices/FamilyDayCare.aspx](http://dec.al.ga.gov/ChildCareServices/FamilyDayCare.aspx)

**For information about Child Care Centers and LOMs:**

[dec.al.ga.gov/ChildCareServices/ChildCareCenterGroupDayCare.aspx](http://dec.al.ga.gov/ChildCareServices/ChildCareCenterGroupDayCare.aspx)



# Free Administrators' Conference Series

## Successful Systems: Orientation and Progressive Counseling

*Coming to a county near you!*

**Check our training calendar on our website and watch for e-mails for registration for:**

OCTOBER 27th	LAURENS COUNTY
NOVEMBER 10th	CHATHAM COUNTY
DECEMBER 8th	BULLOCH & GLYNN COUNTIES

**We will offer a Third series beginning in January and continue changing topics quarterly**

**\*Please note each of these trainings from Oct-Dec are the same**

**CALLING ALL CQI PROGRAMS!**

**TIPS OF THE TRADE**

**PLEASE JOIN US FOR MONTHLY CONTINUOUS QUALITY IMPROVEMENT (CQI) SUPPORT VIRTUAL SESSIONS!**

Mark your calendars for the last Wednesday of each month from 1:00-2:00pm for an hour of CQI information, support, and a chance to ask questions! Hosted by CCR&R's Professional Learning Department. For monthly topics and dates, see information in the blue box.

**How to Participate:**

We will be using WebEx Teams for these virtual sessions. Information regarding this computer or tablet application and registration information will be sent to all CQI programs through their e-mail addresses. Hosts will be available 30 minutes prior to each session in case of technology issues or assistance needed by participants.



**June 27<sup>th</sup> Monitoring Staff**

**July 25<sup>th</sup> Time Management**

**August 29<sup>th</sup> Staff Motivation/Retention**

**September 26<sup>th</sup> Challenging Employees**

**October 31<sup>st</sup> Policies and Procedures**

**November 28<sup>th</sup> Coaching Through Change**

**STRUCTURE**

**-40 MIN CONTENT EXPLORATION**

**-20 MIN Q&A**



# 2019 Southern Conference on Children

*“Innovations & Quality in Early Care and Learning”*

# **REGISTER TODAY!**

January 26, 2019 | Nessmith-Lane Center | Statesboro, GA

[GeorgiaSouthern.edu/scoc](http://GeorgiaSouthern.edu/scoc)



**GEORGIA  
SOUTHERN  
UNIVERSITY**

CONTINUING EDUCATION

# On Demand Child Care Training

*Featured module:*

## Georgia Health & Safety Orientation Training

All child care professionals are responsible to keep the children in their care healthy and safe. Individuals who care for and teach children need to know how to

- 1) create safe spaces,
- 2) use safe practices with children,
- 3) develop and implement daily illness prevention and management strategies,
- 4) plan to keep children safe if an emergency occurs.



This six-hour module provides an overview of required health and safety topics for Georgia child care professionals.

Eligible for CEUs  
Accepted for CDA  
Approved by Bright from the Start

This module is available at no cost to professionals who work in child care learning centers and family child care learning homes in Georgia.

**Login in to On Demand to access the training at**  
**<http://extension.psu.edu/youth/betterkidcare/on-demand>**



Funding for this module is provided by Bright from the Start, Georgia Department of Early Care and Learning.

This publication is available in alternative media on request.

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Claudia C. Mincemeyer, Ph.D.,  
Senior Kid Care Program Director  
2182 Sandy Drive - Suite 204  
State College, PA 16803

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[www.pennstate.edu/extension](http://www.pennstate.edu/extension)

**Childcare Resource & Referral of Southeast Georgia  
at Savannah Technical College**  
**190 Crossroads Parkway**  
**Savannah, GA 31407**  
[www.ccrrofsoutheastga.org](http://www.ccrrofsoutheastga.org)  
**Telephone: 912.443.3011**  
**Toll Free: 1.877.935.7575**  
**Email: [ccr5@savannahtech.edu](mailto:ccr5@savannahtech.edu)**

	Melissa Cole Executive Director 912.443.3016	
Dana Driggers Assistant Director of Operations 912.443.3389	Terenia Moody Assistant Director of Operations 912.433.9482	Jenna Tucker Fiscal Coordinator 912.443.5080
Kristin Goetz Professional Learning Manager 912.443.3381	Monica Natoli PLC Coordinator 912.677.3517	Pam Scalf PLC Coordinator 912.663.0100
Johnnye Rogers Community Engagement Specialist 912.443.3384	Rachale LaVoie Community Outreach Coordinator 912.443.3383	Cynthia Akins Technical Assistance Manager 912.655.6682
Katrina Crews Technical Assistance Coordinator 912.677.3518	Jennifer McMichael Technical Assistance Manager 912.659.7454	Allison Wall Technical Assistance Manager 912.433.9577
Jeneine Barlow Technical Assistance Coordinator 912.704.8192	Jessica Boshuizen Technical Assistance Coordinator 912.650.3937	Cindy Beecher Technical Assistance Coordinator 912.663.0218
Brianna Castellano Technical Assistance Coordinator 912.433.3307	Cathy Hawes Technical Assistance Coordinator 912.663.1762	Letty Kinslow Technical Assistance Coordinator 912.659.6663
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